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ABSTRACT

A school based teacher educator (SBTE) is an educator in an elementary or secondary school who is responsible for preservice, inservice, or continuing education. Preliminary results of a two-year (1975-77) study of the role and competencies of SBTE's in Texas were culled from information from a state survey, 40 teacher centers, and advisory boards. An early discovery was that staff developers did not personally deliver the inservice programs that they organized and managed, but worked with beginning teachers rather than the more intimidating experienced teachers. Criteria for providing clinical experiences in teacher education include: (1) The individual is engaged in actual observation of students in the school setting; (2) The individual has the opportunity and the power to manipulate instructional variables; (3) Expectations of the individual are explicit and public; and (4) Systematic feedback is provided in a manner that encourages personal responsibility for future professional growth. Twenty SBTE competencies were identified, consisting, for the most part, of assisting teachers to develop skills and to gather and use information. The SBTE concepts have implications for teachers (particularly for beginning teachers), professional organizations, school districts, colleges and universities, state education departments, and researchers. (FG)

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THE INCREASING ROLE OF THE SCHOOL
BASED TEACHER EDUCATOR

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Several trends in teacher education have increased rapidly the need for teacher educators who are also teachers of children and youth; that is, school based teacher educators. First, teacher centers are being organized in great numbers across the country. Teacher centers draw together school districts, colleges and professional organizations into a collaborative organization concerned with the initial and continuing education of teachers. A basic assumption of teacher centers is that professionals should be responsible for their own development.

Second, undergraduate teacher preparation programs are relying more heavily than ever on practical experiences in school settings to make theoretical constructs more comprehensible. Graduates have regularly noted school-based experiences, especially those where they are permitted to practice teaching skills, as the most important parts of their training.

Third, teachers are becoming more involved in delivering inservice programs to their colleagues. Teachers are more responsive to inservice programs when presented by other teachers, according to a summary of effective inservice education patterns written by Gordon Lawrence, University of Florida (Lawrence, 1974). Those persons who were not currently teaching in the classroom were not perceived by teachers as presenting relevant material, nor understanding the problems teachers face.

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During the past two years, we have explored the role of the school-based teacher educator (SBTE) to: determine the extent to which it is a feasible role in teacher education; propose a set of competencies relevant to that role; design initial training programs; and explore the possibility of credentialling SBTE's*. In this effort, we have been supported by an informal network of forty teacher centers in Texas, three state-wide task forces, and a state advisory board. Preliminary results of these efforts may be useful to others concerned with extending the bounds of teacher education.

A school based teacher educator (SBTE) is defined as a professional who has responsibilities for either preservice, inservice, or continuing education, and whose primary base of operations is in the elementary or secondary school.

Currently existing SBTE roles include, among others, supervisor of student teachers, team leader, instructional specialist, inservice education coordinator, clinical professor and intern consultant. Each of these roles has a number of similar functions: the SBTE (a) interacts with other persons about professional performance; (b) demonstrates a knowledge of professional practices; and (c) demonstrates the behaviors he/she is training others to perform. The part-time SBTE is a teacher of students and a teacher of teachers, whereas the full-time SBTE works primarily with teachers and does not have responsibility for teaching elementary or secondary students.

*This project was supported by the Fund for the Improvement of Post-secondary Education, HEW, during 1975-1977.

Competency Identification

One of the first tasks initiated in 1975, and one requiring more than a year to complete, was the specification of SBTE competencies. To build an adequate conceptual base for these competencies, several activities were undertaken. The literature and research in the fields of teacher education and instructional supervision were reviewed, interviews were conducted with persons active in the SBTE role, the clinical supervision concept was explored as an organizing rubric for the SBTE role, and finally reactions were sought from national experts and state educators. These activities are described in more detail in the following paragraphs.

Review of Literature. A comprehensive review of the literature related to inservice and preservice teacher education and instructional supervision provided basic information on the functions and tasks of the school based teacher educator's role. The review considered four variations of the role: full-time and part-time, inservice and preservice. Particular attention was given to searching out similarities and differences of the four variations of the role in terms of functions and tasks, and the competencies required for each.

Interviews with School District Supervisory Personnel. Interviews conducted with nineteen supervisory personnel representing five school districts provided role incumbent perceptions of what the school based teacher educator does or needs to do. The data from the interviews reassured the project staff of the need for training school based teacher educators and illuminated the functions, tasks, and problems that would be associated with the school based teacher educator role.

An interesting finding from this study which caused us concern was that those persons specifically assigned in school districts to work directly in staff development do not do so! They organize and manage inservice programs, seldom delivering them personally. They observe and work with first-year teachers, but rarely with experienced teachers whom they typically fear. And they spend inordinate time on clerical tasks, which they resent.

Clinical Practice. To provide a conceptual framework for SBTE competency specifications, the clinical process was explored. Six authors from the fields of clinical psychology, allied health, business administration and nursing considered clinical practice from their particular vantage points. We then drew implications from efforts in teacher education by authorities including James Conant, Robert Goldhammer, Morris Cogan, and William Bennie, and from the literature from other professions to project a reasonable rationale for our efforts.

The following criteria for clinical experience in teacher education were suggested from this conceptual effort.

THE INDIVIDUAL IS ENGAGED IN ACTUAL OBSERVATION AND TREATMENT OF CLIENTS: I. E., STUDENTS. This criterion would exclude simulations, protocol materials, and peer-teaching from classification as clinical experience. While differing significantly from the position of the Association of Teacher Educators (1970) and the Michigan State University model elementary teacher education report (1968), this view is consistent with accepted usage in other professions.*

*Reinforcing this point, a dentist of our acquaintance referred to the clinical aspect of his preparation than indelicately as "wet-finger training."

THE EXPERIENCE IN NATURAL SETTINGS. This point is critical. The "make believe", ideal atmosphere of a campus laboratory school, the consciously miniaturized microteaching experience, and the convenience and relative safety of simulations and protocol materials, may all be useful tools for discrete skill learning, but they do not approximate natural conditions for the professional teacher.

THE INDIVIDUAL HAS THE OPPORTUNITY--AND POWER--TO MANIPULATE INSTRUCTIONAL VARIABLES. Without such opportunities, testing alternative approaches and evaluating consequences toward producing intended changes in students is not possible.

EXPECTATIONS OF THE INDIVIDUAL ARE EXPLICIT AND PUBLIC. The participant knows what is expected of him, a position advocated by the Association of Teacher Educators (1970, p.1).

FEEDBACK IS SYSTEMATICALLY PROVIDED TO THE INDIVIDUAL ON PERFORMANCE DEMONSTRATION. Few propositions are so universally accepted in the psychology of learning as the necessity of feedback to the acquisition of both knowledge and skills. Feedback is factual, data based, and provides the basis for joint evaluation of teaching and the design of plans for improvement by both the observed and the observer.

FEEDBACK IS PROVIDED IN A MANNER THAT ENCOURAGES INCREASING ASSUMPTION BY THE INDIVIDUAL OF PERSONAL RESPONSIBILITY FOR FUTURE PROFESSIONAL GROWTH. The intent here is the ideal of the self-correcting teacher. The process per se is self-generating--for the clinician's style of operation not only permits, but encourages client development. Shared analysis of data leads to greater understanding and greater commitment to improving performance.

Given these criteria, clinical experience can contribute significantly to the professional growth of both preservice and inservice teachers, rather than being restricted primarily to preservice preparation as has been typically the case. Given the proper support conditions, clinical experience can be accomplished on-the-job by practicing professionals. By virtue of employment, practicing teachers have at their disposal conditions which meet several of the above criteria: actual clients in a natural setting and the opportunity to manipulate instructional variables. What they lack is assistance in structuring their professional behavior, and data-based feedback provided in a facilitative, supportive atmosphere.

If, as proposed above, clinical practice involves actual observation and treatment--then any teacher whose professional behavior is characterized by an analytic, diagnostic, prescriptive approach to instruction could be identified as a clinical practitioner. This usage would parallel clinical practice in psychology and medicine, where clinical practitioners are qualified (licensed) professionals who provide their service to clients—and thus are differentiated from their peers who might devote the majority of their efforts to research and experimentation.

This explication applies only to clinical practice in teaching. An additional step is required to consider adequately clinical practice in teacher education. The clinical practitioner in teacher education, we submit, must possess—in addition to the abilities necessary to implement analysis, diagnosis and treatment in instruction—the special quality of being able to assist another in achieving that mode of behavior. The school based teacher educator is a clinician in teacher education—capable of both

implementing an analytic, diagnostic, prescriptive approach to instruction, and of assisting others in demonstrating that mode of professional behavior.

Central to this role is the clinical concept involving: (1) work with actual clients (students or teachers), with all their diversity of abilities and interests; (2) real schools, with all the attendant restrictions and complications; (3) rigorous application of regularized procedures for instructional decision-making; and (4) data-based, supportive feedback on performance. This clinical conceptualization bridges the traditional gap between preservice and inservice teacher education, providing a mechanism for improving both teaching and teacher education.

Initial Competency List. Drawing on the literature review, information gained from the interviews, and the concept of clinical practice, an initial set of competency specifications was developed. The initial competency list (and the revised competency list) contained a built-in and explicit assumption: that in instances where school based teacher educators were asked to assist teachers in particular skills, they themselves could demonstrate the skill in question. A matrix that linked areas of responsibility with functions was employed in analyzing the comprehensiveness of the competency list.

National Panel's Reaction to Initial Competency List. A national panel of educators was asked to respond to the clarity of each statement, and the appropriateness of the statement for school based teacher educators. Each educator was asked to give additional comments on each statement and was provided an opportunity to add additional competencies.

A detailed analysis of the panel's reactions to each of the initial

competencies was made by the project staff and by members of a state-wide task force on competency specifications. Several competency statements were deleted as a result of the analysis and many were rewritten. The revised competencies were ordered sequentially beginning with pre-teaching activities (planning and developing), actual participation in instruction and evaluation, and finally those competencies related to post-teaching activities such as evaluation and professional activities. The sequence of clinical supervision activities also provided a guide for ordering the competencies.

State Survey. The revised competency list included twenty-three statements. In a state-wide survey 300 teachers and teacher educators in Texas were asked to rate each competency on a scale of 1 (not important) to 7 (crucial), both for preservice and inservice SBTEs. They also were asked to indicate the five most important competencies. Table 1 summarizes the results of the state survey.

Table 1

RESULTS OF STATE COMPETENCY SURVEY

Competency	Number Responding		Rating (1-7 Scale)				Identified as One of Five Most Important			
			Mean		Rank		No. Times Nominated		Five Most Important	
	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.	Pre-Ser.	In-Ser.
1. Develop honest and trusting relationships with teachers.	145	146	5.24	5.60	8	1	47	57	5	1
2. Assist teachers to develop effective communication, involvement and interpersonal skills with students, colleagues, and school constituencies.	146	144	5.41	5.53	4	6	53	53	2	3
3. Assist teachers to gather and utilize different data about school, classroom and community environments.	142	143	4.25	4.45	20	22	6	4	-	-
4. Assist teachers to understand and work effectively with different social/ethnic/cultural groups.	146	143	5.18	4.99	10	16	44	32	-	-
5. Assist teachers to translate knowledge of current educational research and development into instructional practices.	147	140	4.61	5.30	18	7	23	30	-	-
6. Assist teachers to develop a personal teaching style consistent with both their own and their school's philosophy.	145	144	5.28	5.26	6	9	50	41	3	5
7. Assist teachers to strengthen their understanding of basic concepts and theories of the subjects they teach.	146	146	5.28	5.13	5	13	48	40	4	-
8. Assist teachers to use techniques and instruments designed to diagnose students' academic and social development needs.	147	145	4.98	5.19	13	10	35	38	-	-
9. Assist teachers to design, structure, and maintain physical environments and facilitate learning.	145	145	4.74	4.95	15	17	11	19	-	-
10. Assist teachers to develop instructional goals and objectives.	146	145	5.45	5.30	3	8	40	33	-	-
11. Assist teachers to develop and/or adapt instructional programs and materials.	147	145	5.01	5.36	12	5	32	38	-	-
12. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive.	147	146	5.27	5.18	7	11	42	27	-	-
13. Assist teachers to design and implement personalized instructional plans.	145	145	5.20	5.03	9	14	35	20	-	-
14. Assist teachers to develop effective leadership skills.	147	146	4.69	4.66	16	21	11	15	-	-
15. Assist teachers to use effective techniques of classroom management.	145	144	5.68	5.57	1	2	71	54	1	2
16. Assist teachers to assess, develop, and/or procure support services necessary to improve instructional performance. (By support services we mean such things as: parent volunteers, A.V. Services, and diagnostician services.)	145	147	4.23	4.82	22	18	7	21	-	-
17. Assist teachers to evaluate instructional effectiveness by collecting objective data on teacher and student behavior.	147	145	4.47	4.70	19	20	14	21	-	-
18. Assist teachers to analyze and interpret objective data on teacher and student behavior.	147	145	4.60	4.79	17	19	7	7	-	-
19. Assist teachers to develop, implement and assess individual professional growth plans.	146	145	4.33	5.00	21	15	10	33	-	-
20. Plan and conduct individual conferences with teachers.	145	145	4.78	5.14	14	12	21	33	-	-
21. Assist and encourage teachers who have personal problems that affect their teaching effectiveness to seek help.	145	147	5.05	5.46	11	4	28	42	-	4
22. Demonstrate effective planning, organizational, and management skills.	145	146	5.46	5.51	2	3	41	37	-	-
23. Conduct and/or facilitate research studies on teaching and learning.	146	147	3.62	4.33	23	23	5	10	-	-

Teacher Center Conference. The list of twenty-three competencies was used as a working paper at a state-wide teacher center conference in March, 1976. The eighty-five participants, representing all forty teacher centers in the state network, were divided into small groups to discuss each competency for SBTEs in preservice and inservice education, and to come to a consensus regarding acceptance or revision. The reports from each of the small groups was compiled and summarized by the SBTE staff. Final revision of the list of competencies reduced the list to twenty statements. This final list was sent to the teacher centers for consideration and endorsement by their governing boards.

This list of competency statements follows.

Table 2

Revised SBTE Competency List

The School Based Teacher Educator will be able to:

1. Assist teachers to develop interpersonal skills and effective communication with students, colleagues, and school constituencies.
 2. Assist teachers to gather and utilize relevant data about school, classroom and community environments.
 3. Assist teachers to understand and work effectively with different socio-economic/ethnic/cultural groups.
 4. Assist teachers to translate knowledge of current educational research and development into instructional practices.
 5. Assist teachers to develop a personal teaching style consistent with their own philosophy.
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6. Assist teachers to improve their understanding of basic concepts and theories of the subjects they teach.
 7. Assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.
 8. Assist teachers to design, develop, and maintain environments that facilitate learning.
 9. Assist teachers to develop instructional goals and objectives.
 10. Assist teachers to develop and/or adapt instructional programs and materials.
 11. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive teaching.
 12. Assist teachers to design and implement personalized learning plans.
 13. Assist teachers to develop effective leadership skills.
 14. Assist teachers to understand and use effective techniques of classroom management.
 15. Assist teachers to evaluate instructional effectiveness by collecting, analyzing, and interpreting data on teacher and student behavior.
 16. Assist teachers to develop, implement, and assess continuing individual professional growth plans.
 17. Plan and conduct individual conferences with teachers.
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18. Recognize the existence of personal problems that affect a teacher's instructional effectiveness, and initiate referral processes.
 19. Demonstrate effective planning, organizational, and management skills.
 20. Facilitate research studies on teaching and learning.
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Each of these competencies has been defined further as objectives. Indicators of demonstrated achievement and assessment criteria for each objective have been formulated, and a diagnostic self-assessment instrument designed. Objectives, indicators of attainment and assessment criteria are illustrated in Table 3 for one competency statement. In addition, instructional resources appropriate to each SBTE competency were identified, annotated, and catalogued to provide a training resource for those concerned with the SBTE role. These annotations were published as one of the project's products. Thus, to provide support for each competency specification, there is a set of (a) objectives, (b) indicators of attainment, (c) assessment criteria, (d) self-assessment instrument, and (e) annotations of relevant training resources.

An SBTE training system of five modular instructional units was developed and three units pilot tested in five sites in Texas during 1976-1977. Materials were revised based on these tests, and were produced for dissemination to teacher centers. The basic set of materials includes five SBTE worktexts, five filmstrips, four audio-tapes, and a facilitator's guide. The five units include:

Table 3
Illustrative Competency, Objectives, Indicators and Criteria

COMPETENCY 7. Assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.

<u>Objective</u>	<u>Indicator</u>	<u>Criterion</u>
A. The SBTE can identify major diagnostic tests and instruments which are useful in diagnosing students' academic and social development.		
1. The SBTE can describe purposes of formal diagnostic instruments.	Given a typical battery of tests used to diagnose students' academic and social development, the SBTE will describe in writing the purpose of the test as well as any incidental information which may be gained from test administration.	The purposes and incidental findings stated by the SBTE will be compared for accuracy and completeness to the purposes and incidental findings cited by the test manual.
2. The SBTE can list factors involved in instrument selection.	Given case histories of students with behavioral disabilities, the SBTE will list the factors involved in selecting formal instruments to diagnose each student's problem.	The factors cited by the SBTE will be evaluated on the basis of their completeness and of appropriateness to the case history.
3. The SBTE can administer formal diagnostic instruments and interpret their results.	Given a typical battery of tests used to diagnose students' academic and social development, the SBTE will demonstrate administration of each test to a group of teachers.	Each administration will be judged on its conformation to the administration procedures outlined in the test manual.
4. The SBTE can interpret standardized test data and produce diagnostic profiles for students.	Given a variety of test results from a typical battery of tests used to diagnose students' academic and social development, the SBTE will demonstrate to a group of teachers a thorough interpretation of each of the tests results. Given a set of test results for five students who have varying academic and social problems, the SBTE will interpret test results and develop for presentation to a group of teachers a diagnostic profile for each student.	Each test interpretation will be judged on the basis of completeness, accuracy and clarity of presentation. Each diagnostic profile will be evaluated on the basis of the degree to which it correctly uses all information provided through test results.

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Table 3 (Continued)

COMPETENCY # 7, continued

5. The SBTE can identify resource personnel available for diagnostic purposes.	The SBTE will list in writing all resource personnel in the school district and community who are accessible for diagnosing students' academic and social development.	The SBTE's list will be judged according to the degree of completeness and accuracy with which he/she listed available resource personnel.
B. The SBTE can use informal diagnostic and evaluation instruments.		
1. The SBTE can compose case studies based on observations.	Following five days observation time the SBTE will write a case study on a student which reflects significant behaviors demonstrated by that student.	The case history will be judged on the clarity and completeness with which it communicates observable behaviors and legitimate inferences demonstrated by the student during observation time.
2. The SBTE can construct criterion referenced tests.	Given a phase of academic curriculum, the SBTE will devise a criterion referenced test consisting of a series of items which measure achievement of that curriculum.	The test will be evaluated on the basis of: (a) how completely it measures curriculum achievement, (b) ease of administration, (c) clarity of items, and (d) objectiveness in assessing student results.
3. The SBTE can develop checklists rating scales and graphs suitable for measuring specific, observable behaviors of a student.	Given five frequently occurring, acting out behaviors, the SBTE will devise a checklist item, a rating scale item and a graph which could be used to measure the frequency with which a particular student demonstrates each behavior.	Each measurement item will be assessed on the basis of its ability to accurately measure the behavior under consideration.
C. The SBTE can demonstrate task analysis, breaking a given performance into small behaviors, sequencing them and producing a simple diagnostic checklist for use with students.	Given a basic academic skill, the SBTE will develop a diagnostic checklist which is based on a sequenced, task analysis schema.	The checklist will be evaluated on its conformation to a complete task analysis sequence and on its projected ability to measure student mastery difficulties.

1. Exploring Clinical Practice introduces the SBTE instructional program by defining the five-stage clinical practice process.
2. Interpersonal Communications explores verbal and nonverbal interpersonal communication skills in a supervisor-teacher context.
3. Planning emphasizes joint supervisor-teacher goal-setting and joint decisions for data collection in classroom observation.
4. Collecting Data in the Classroom overviews various teacher observational data collection systems, emphasizing skills for developing informal data collection instruments.
5. Analyzing Data and Making Data-Based Decisions concentrates on skills to identify patterns in data, strategies for information sharing, and data-based decisioning.

Implications

As an agent for unifying preservice and inservice staff development and instructional supervision, the concept of the school based teacher educator has implications for a variety of educational constituencies.

For teachers, the SBTE concept promises support from colleagues for continuing professional development--from preservice preparation, through the years of probation, and beyond tenure to a continuum of professional growth and revitalization. Particularly for the new teacher, this is important. In most school districts, no viable provision is made for assisting neophytes except by persons who also evaluate their performance and report those evaluations as part of regular administrative procedures. The SBTE, in a staff role, provides less-threatening professional assistance which is formative, not summative, and which is unrelated

to administrative decisions regarding tenure and future employment.

For those teachers seeking a career ladder other than in school administration, the SBTE role provides such an opportunity. It deals basically with instruction--with that area in which effective teachers are most competent and comfortable. It is one of the travesties of professional education that for professional teachers to advance, they must leave the classroom.

Professional teacher organizations have repeatedly expressed concern for increasing the responsibility of teachers for professional development, and increasing the involvement of teachers in professional development. As our profession matures, this becomes not only more viable, but also more important. The SBTE concept provides an opportunity for professional associations to share in the design of a role which is most closely related to the needs of their primary membership.

The potential benefits to school districts include assistance in ameliorating the problems inherent in low teacher turnover (including needs for continuing revitalization) and meeting increasing pressures for inservice education that is relevant to classroom instructional improvement. The separation of staff development functions from personnel evaluation practices, for many school districts, leads to restructuring of school organizations. Line and staff positions, and functions, can be separated. Further, the dual roles of many SBTEs as teachers as well as teacher educators, may cause changes in school assignments.

Colleges and universities have long suffered from a gap in their relationship with the practicing profession. As Clark and Guba (1976)

pointed out, the gaping hole seems to be between the mission of colleges and universities to produce new knowledge related to improving instruction, and the translation of that knowledge in the classrooms of practicing professionals. The school based teacher educator, if specifically prepared for that role, might become an agent in education analogous to the agricultural extension agent: a person prepared specifically to translate new knowledge to practitioners. Such an "educational extension agent" could serve to lessen the discontinuity between knowledge production and implementation. For most colleges, this will require important changes in their curriculum--in perspective, in content, in requirements, and in processes.

If the SBTE concept is to multiply and be implemented further, state education departments likely will be faced with questions of special certification for this role, and with the concomitant questions of developing program guidelines for approval processes. Currently, such a role typically is certified under the rubric "Supervisor," and is oriented toward administrative functions. In many colleges, the responsibility for supervisor certification is even lodged in the Department of Administration.

And finally, researchers should find a rich and fertile field for generating hypotheses regarding relationships between behaviors of school based teacher educators and resulting changes in instructional practice and teacher attitudes. The interaction of research with application of implications promises a new era in education.

The role of the school based teacher educator is becoming more

apparent as a vital element both in initial and continuing professional development of education practitioners. British educators called for a similar role in their educational system several years ago (James, 1972). Their notion of a professional tutor involved a teacher in each school building in Britain to (1) coordinate preservice teacher education activities; (2) coordinate inservice teacher education for the building; and (3) provide support for pretenure teachers. Implementation of the professional tutor model is presently taking place.

The British educational system is highly centralized; the American system decentralized virtually to the point of fragmentation. The degree to which the school based teacher educator becomes a central role in unifying preservice and inservice teacher education in the United States will depend on the success of collaborative efforts between many educational constituencies. And the ultimate impact of the SBTE must be judged by the promise of the role to improve the quality of schooling for this country's children.

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